DOCUMENT RESUME

ED 127 503 95 CG 010 720

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TITLE Early Childhood Preventive Curriculum Demonstration Center, ESEA, Title III.
INSTITUTION Dade County Public Schools, Miami, Fla. Early Childhood Preventive Curriculum Demonstration Center.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE [75]
NOTE 19p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Ability Identification; *Change Agents; *Diagnostic Teaching; *Early Childhood; Educational Diagnosis; Elementary Education; *Identification Tests; *Learning Difficulties; Prevention; Program Descriptions
IDENTIFIERS Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

A comprehensive program for the early identification and remediation of kindergarten and first grade students' learning needs has been developed and implemented in Dade County, Florida. The diagnostic aspect of the program includes the screening of all kindergarten and first grade students. This is referred to as the K-1 Diagnostic Survey Program. The purpose of the program is that of early detection of the variety of difficulties that might impede the learning process and to recommend the most appropriate educational placement for each pupil who has an identified problem. Approximately 30,000 students were screened during the 1974-75 school year. Another aspect of this comprehensive approach is the Early Childhood Preventive Curriculum, (ECPC). This is a preventive program focusing on students in the first grade. The emphasis is on the early correction of problems which may cause learning disabilities as the child matures. The ECPC program was awarded an Educational Pacesetter Award by the President's National Advisory Council on Supplementary Centers and Services. This program brings to the attention of pupil personnel workers the availability of a systematically organized approach to the identification and remediation of student learning needs. Pupil personnel workers can be effective instruments for educational change. (Author)

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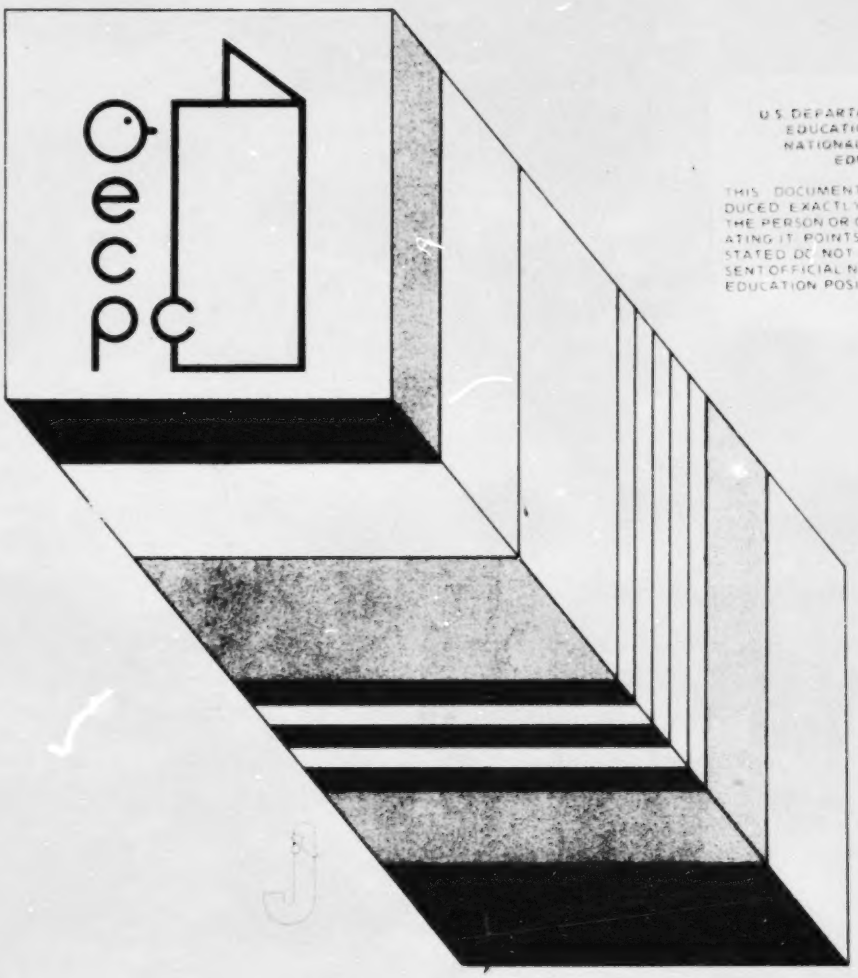
ED127503

Program # 444

abstract

NATHAN FARBER

EARLY CHILDHOOD PREVENTIVE CURRICULUM
DEMONSTRATION CENTER, ESEA TITLE III
DADE COUNTY PUBLIC SCHOOLS
MIAMI, FLORIDA 33132



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EARLY CHILDHOOD PREVENTIVE CURRICULUM
DEMONSTRATION CENTER
ESEA, TITLE III

Dade County Public Schools
150 N. E. 19th Street
Miami, Florida 33132
(305) 350-3712

INTRODUCTION

Inability to learn to read has been the major reason students fail in first grade. Historically fifteen to twenty percent of the first grade population experiences learning problems in the conventional classroom. This results in a first grade retention rate that is higher than in any other grade. The high financial cost of failure to a school district and the educational-emotional impact of failure on students combine to make failure prevention a high priority concern.

CONTEXT OF PROGRAM

The Dade County public schools represent the nation's sixth largest school system. It serves approximately 244,500 K-12 students, employs more than 18,000 persons and has an annual operating budget of about 350 million dollars. Included in the system are 172 elementary, 39 junior high, 20 senior high and 8 special school centers. The school district is organized into six geographic areas, each having an area superintendent and staff. The population of Dade County includes all socio-economic levels, cultural and ethnic groups and encompasses within its fifty mile radius urban, suburban and rural communities. During the 1960 decade county resources supported school based corrective reading programs, area reading clinics and a number of pilot programs for children with reading/learning problems. During this time the first grade rate of retention was consistently above 6%. There was a growing awareness of the need for a new emphasis on prevention of failure rather than remediation. In this context the Early Childhood Preventive Curriculum project was conceived and a grant application for ESEA, Title III funding was submitted.

PROJECT PERIOD

The Early Childhood Preventive Curriculum project has been in operation from July 1, 1970 through June 30, 1973. In the early part of 1973 the project was nominated by the Florida Department of Education to participate in the national validation proceedings. These activities were designed to identify projects which merit recognition on the basis of the following criteria: innovative, successful, cost-effective and exportable. The Early Childhood Preventive Curriculum project was validated in March 1973 and as a result has been in operation since June 30, 1973 to the current school year as a national demonstration center with funding from ESEA, Title III, Section 306.

FUNDING INFORMATION

1.	Initial Grant Funding:	1970-71	$190,620
2.	First Continuation Grant:	1971-72	177,656
3.	Second Continuation Grant:	1972-73	177,957
4.	Demonstration Center Grant:	1973-74	97,415
5.	Demonstration Center Grant:	1974-75	95,359
6.	Demonstration Center Grant:	1975-76	105,000

SUMMARY OF PROJECT OBJECTIVES

The purpose of the project was to develop an early identification, early-intervention program to prevent failure in first grade. To achieve this purpose the project objectives focus on:

the learner -- how to best diagnose his instructional needs
the teacher -- how she can be better trained to meet student needs
the learning environment -- how it can be organized to facilitate a diagnostic-prescriptive instructional program.

SUMMARY OF PROJECT SEQUENCE OF ACTIVITIES

1. At the start of the school year all first grade children at the project schools are tested by their classroom teachers, using the Clymer-Barrett Prereading Battery and the Thorndike-Hagen-Lorge Cognitive Abilities Test. Project teachers have been prepared to assume leadership roles and train fellow teachers to administer, score and interpret the tests.

2. The high risk first graders in each school are chosen using a predictive index derived by considering the stanine scores of both test instruments along with significant variations in levels of sub-test achievement. The index is based on the assumption that general readiness is a function of language, cognitive and perceptual skill development and that readiness for academic learning may also be hampered by the presence of wide variability in the levels of perceptual and cognitive skills.

3. The project classes consist of twenty identified high risk students. The teacher and aide conduct a full day first grade program which has been adapted to meet the specific diagnosed needs of the students. Diagnosis of prereading perceptual needs is accomplished with the project developed prereading assessment system. Identification of learning needs and learning skills is followed by prescription of appropriate learning tasks. The Catalogue of Instructional Resources for Prereading Assessment has proved to be a valuable resource for selecting appropriate instructional materials. This catalogue provides a listing, (by publisher) of instructional materials coded to the assessment objectives. A class profile and small group prescriptions are used by teachers to maintain data and to record the prescribed instructional activities. Prescriptions are periodically updated following retesting.

4. The classrooms are organized to facilitate a diagnostic-prescriptive program. Learning centers are used for teacher or aide directed small group activities and for independent, child directed prescribed learning tasks. Instructional materials are coded to identify the skill and level of difficulty and are stored for easy accessibility to teachers and students. Many materials are designed or have been adapted to provide self-correction and immediate reinforcement to the student working independently. Most frequent comments of visitors to project classes concern the self-directed, on-task behavior of the students as they work independently at prescribed learning tasks.

5. Reading instruction is adapted to the perceptual functioning level of the students. A linguistic reading series is supplemented with a variety of co-basals and materials for oral language and concept development. In the first year of the program prereading deficits received major instructional emphasis delaying reading instruction until mid-year. During the following years, with the use of diagnostic prereading assessment, reading instruction was initiated early in the year. Instructional strategies which made this possible included: teaching techniques which use the student's modality strengths, pacing of instruction to the student's learning style and providing varied practice and reinforcement activities.

6. During the three years of project operation it has become increasingly clear that commercially available materials do not meet all the needs of the project children. To meet these needs project staff and teachers have developed a variety of instructional materials. Among these are:

an independent, self-correcting Language Master program to build auditory perception skills,
a collection of instructional games and activities to provide enjoyable practice and reinforcement for prereading and reading skills development,
a collection of audio taped listening lessons to support and enhance the language and cognitive skills development program.

EVALUATION

Third year evaluation strategies included: comparison of pre and post test data of experimental and matched and random control groups on the Clymer-Barrett Prereading Battery and the Thorndike-Hagen-Lorge Cognitive Abilities Test and comparison of end of year reading achievement on the Stanford Achievement Test (Paragraph Meaning Subtest) of experimental and control groups. Matched and random groups were chosen from high risk populations in non-project geographical areas in the district.

FINDINGS

An analysis of the data indicates that project childrens' pre-post test growth on the Clymer-Barrett Prereading Battery and Thorndike-Hagen-Lorge Cognitive Abilities Test and end of year performance on the reading test was significantly better than the control groups. A complete report of the data analysis and supporting tables are available on request.

DEMONSTRATION CENTER ACTIVITIES

The Early Childhood Preventive Curriculum Demonstration Center is a part of the nationwide Title III Diffusion Network whose purpose is to work toward the diffusion and ultimate adoption of effective approaches to education. The Network consists of State Facilitator Projects in many states, State Title III Coordinators in each state and Developer/Demonstrator Projects. The role of the State Facilitators and Title III Coordinators is to serve as a link between the Developer/Demonstrator and the interested school district providing information and where possible financial assistance to support the district's adoption efforts.

As a Developer/Demonstrator, the Early Childhood Preventive Curriculum Demonstration Center will provide information and assistance to districts or schools wishing to adopt the project model or adapt it. In order to accomplish this goal the project staff will:

1. provide additional information,
2. loan a slide/tape summary of the project,
3. schedule visits to the Demonstration Center,
4. make available to school or district administrators an Implementation Manual which fully describes the program,
5. schedule training sessions for potential adopters,
6. provide on-going support and assistance to adopters as needed.

Districts may wish to choose administrative, supervisory, reading or primary curriculum resource personnel to participate in initial on-site visitation activities. Schedules for visits are in preparation and districts are invited to register preference for month of visit on the attached form. Every attempt will be made to accommodate requested preferences. Please complete the form on the following page and return to the project staff:

Nathan Farber
Project Manager

Lillian Haber
Training Specialist

EARLY CHILDHOOD PREVENTIVE CURRICULUM DEMONSTRATION CENTER
150 N. E. 19th Street
Miami, Florida 33132
(305) 350-3712

I would like to visit the ECPC Demonstration Center during the month of _____

NAME(s)_____

_____

TITLE(s)_____

_____

SCHOOL/DISTRICT_____

ADDRESS_____

_____

Please assist us with our data collection by providing the following information.

I first learned of the Early Childhood Preventive Curriculum Demonstration Center:

_____through written communication from State Facilitator
Which?_____

_____at an awareness meeting sponsored by State Facilitator
Which?_____

_____at a Conference
Which?_____

_____in a printed publication
Which?_____

_____other

_____

_____

EARLY CHILDHOOD PREVENTIVE CURRICULUM DEMONSTRATION CENTER

Dade County Public Schools
150 N. E. 19th Street
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POTENTIAL ADOPTER NEEDS ASSESSMENT

The following criteria are to be considered by a school district in the decision making process for adoption of this program model.
The project can assist district decision makers to develop plans for partial adoption or adaption of the model if such is warranted by adopter needs.

	Yes	No
1. High rate of unsuccessful first graders in previous years.		
2. Ability to limit model class size to 20 high risk students		
3. Experienced primary teacher willing to implement the program.		
4. Availability of full-time paraprofessional aide.		
5. Parental support of program.		
6. Community/School Board support of program		
7. Administrative support at the district level.		
8. Administrative support at the school level.		
9. Availability of supervisory personnel for ongoing support of program. .		
10. Primary classroom available for model.		
11. Availability of specified curriculum materials.		
12. Funding capabilities to support program are available..		

EARLY CHILDHOOD PREVENTIVE CURRICULUM DEMONSTRATION CENTER

ADOPTER COST ESTIMATION WORKSHEET
for
IMPLEMENTATION OF ECPC MODEL

	Vendor	Approximate Cost (check current price list)	Currently Available	Needed Expenditure
CAPITAL OUTLAY				
Language Master	Bell & Howell	$ 250.00	___	___
Tape Recorder - reel - 6020	Wollensack	170.00	___	___
Tape Recorder - portable cassette - AV 30	Rheem Califone	80.00	___	___
Listening Station - 8 headsets - individual volume control	MPC Educational Systems	80.00	___	___
Table, kidney shaped	Universal Seating Co.	70.00	___	___
Storage Shelves	Local Vendor	75.00	___	___
Filmstrip - slide projector-500 RR 2	Standard	110.00	___	___
Primary Typewriter	Royal	185.00	___	___
INSTRUCTIONAL MATERIALS Visual Perception-Perceptual-Motor				
Reading Readiness Filmstrips (set of 10)	Eye Gate House	$ 54.00	___	___
Visual Discrimination Ditto Masters, Levels A, B, C	Continental Press, Inc.	3.50 ea. level	___	___
Visual-Motor Skills Ditto Masters, Levels A, B, C	Continental Press, Inc.	3.50 ea. level	___	___
Motor and Hand-Eye Coordination Transparencies and Ditto Masters	Milliken	7.00	___	___
Manipulative materials: wooden puzzles (6, 12, 18 pieces); lacing cards; large parquetry blocks and design cards; large beads, strings and bead design cards; pegboards, pegs and pegboard design cards; large templates - geometric shapes (6); magic slates (8-10); large wood alphabet letters and numerals; individual chalkboards (8-10)	Local Vendor	100.00	___	___
Flip Chex (Perceptual Skills Box)	Educational Concepts Corp. Hollywood, Florida 33021	34.95	___	___
Giant Steps, Initial Experiences Module 1	Readers Digest Services, Inc.	21.50	___	___
Giant Steps - Perceptual Skills Module	Readers Digest Services, Inc.	79.50	___	___
Perceptual Development Cards, Sets 1, 2	Ideal School Supply Co.	2.75 ea. set	___	___
Follow the Path; Pattern Repetition Design Copying (wipe Off Cards)	Trend Enterprises	3.50 each	___	___
Groovy Letters, Manuscript Capitals & Lower Case	Ideal School Supply Co.	6.00 ea. set	___	___
Alphabet Practice Cards, Manuscript Capitals & Lower Case	Ideal School Supply Co.	2.75 ea. set	___	___

Auditory Perception

Learning Basic Skills to Music - records - Volumes I, II	Educational Activities, Inc.	$ 6.25 each	___	___
First Talking Alphabet - records, cards, ditto masters	Scott Foresman	62.00	___	___
Sounds I Can Hear - records	Scott Foresman	21.00	___	___
Beginning Sounds - ditto masters - Levels A, B, C	Continental Press, Inc.	3.50 ea. level	___	___
Rhyming - ditto masters, Levels A, B, C	Continental Press, Inc.	3.50 ea. level	___	___
Beginning Sounds - Rhyming Words - Transparencies and Ditto Masters	Milliken	7.00	___	___
Consonant Letter Puzzles - Ditto Masters	Instructo	4.00	___	___
Language Master Blank Cards varied sizes - box of 100	Bell & Howell	6.00	___	___
Wipe Off Cards - Rhyming - Beginning Sounds	Trend Enterprises	3.50 each	___	___
Auditory Perception Training Kit - Discrimination - Cassettes and Ditto Masters	Developmental Learning Materials	74.00	___	___
Developing Prereading Skills - Blue Box	Holt, Rinehart & Winston	44.00	___	___
Mix and Match Puzzles - Rhyming-Initial Consonants	Trend Enterprises	2.95 ea. set	___	___

Language - Cognitive Development - Reading

Peabody Language Development Kit-Grade 1 (or K level)	American Guidance Services, Inc.	$ 52.00 160.00	___	___
Instant Readers, Level 1, set of 50, 10 titles, 5 copies each	Holt, Rinehart & Winston	117.00	___	___
Instant Readers - Cassettes, set of 5	Holt, Rinehart & Winston	35.00	___	___
Sequential Picture Cards - Sets I, II, III	Developmental Learning Materials	3.25 ea. set	___	___
Thinking Skills Worksheets, Levels A, B, C and/or Levels 1, 2, 3	Continental Press, Inc.	3.50 ea. level	___	___
Durrell-Murphy Phonics Practice Program	Harcourt Brace Jovanovich	60.00	___	___
Paperback Library Books, set of 360, 60 titles, 6 copies each	Varied (titles on separate list)	400.00	___	___
*Palo Alto Reading Materials - class set	Harcourt Brace Jovanovich	300.00	___	___
Learning Language Skills Kit - Skills 1	McGraw Hill-Webster Division	65.00	___	___
What Comes First? Next? Last? Ditto Masters	Instructo	3.50	___	___

* To be jointly used with the basal, supplementary or literature series available. (Suggested materials on separate list)

The above are suggested materials, supplies and equipment for use in an Early Childhood Preventive Curriculum model class. The equipment has been ranked in priority order of importance to the program by the Early Childhood Preventive Curriculum teachers and staff. All the materials have been used successfully in our classrooms. It is recommended that school personnel survey available materials and equipment to determine their own program needs. Alternate materials may be used, however care should be taken to guarantee that a balance of materials for all of the skills areas is maintained. The estimated prices are based on available information and are subject to change.

EARLY CHILDHOOD PREVENTIVE CURRICULUM DEMONSTRATION CENTER

Suggested Palo Alto Reading Materials
(for class of 20)

ESTIMATED MAY 1975

	Quantity & Unit	Unit Price	Total Price
THE PALO ALTO READING PROGRAM (Second Edition)			
Prereading:			
Reading Readiness Workpad	20	$ 1.20	$ 24.00
Teacher's Guide	1	1.80	1.80
Level 1:			
Book 1	8	.84	6.72
Book 2	8	.84	6.72
Book 3	8	.84	6.72
Book 4	8	.84	6.72
Book 5	8	.84	6.72
Book 6	8	.84	6.72
Teacher's Guide, Books 1-2	1	3.45	3.45
Teacher's Guide, Books 3-6	1	4.65	4.65
Individual Letter Cards (for use with individual Spelling Pockets):			
Cards for Books 1-2 (set for class of 36)	1	7.95	7.95
Cards for Books 3-6 (set for class of 36)	1	15.00	15.00
Workpad 1	20	.99	19.80
Workpad 2	20	.99	19.80
Workpad 3	20	.99	19.80
Workpad 4	20	.99	19.80
Workpad 5	15	.99	14.85
Workpad 6	15	.99	14.85
Skills Practice Kit for Level 1: Masters and script only with answer key	1	21.00	21.00
Tests 1-6 (6 tests, 10 copies each with teacher's edition)	2	3.60	7.20
Related Materials:			
Big Card Box (for Level 1)	1	51.00	51.00
Individual Spelling Pockets (set of 36 for Levels 1-3)	1	12.00	12.00
TOTALS			$ 297.27

COGNITIVE ABILITIES TEST - Thorndike-Hagen-Lorge

SPECIFY HAND SCORABLE TEST EDITION

Primary 1, Form 1 - Pkg. of 35, #9-62103 @ $6.60 (19¢ per child); Specimen Set #9-62131 @ $1.50

Houghton-Mifflin Company Regional Sales Offices:

53 West 43rd Street
New York, New York 10036

666 Circle, N. E.
Atlanta, Georgia 30324

1900 So. Batavia Avenue
Geneva, Illinois 60134

6626 Oakbrook Blvd.
Dallas, Texas 75235

777 California Avenue
Palo Alto, California 94304

CLYMER-BARRETT PREREADING BATTERY

Form A (pkg of 25) #24507-9 @ $6.75 (27¢ per child). If a minimum of 100 pkgs. is purchased, the price is $6.40/pkg. (25¢ per child); Specimen Set, Form A, #24516-8 @ $1.35

Ginn & Company
Xerox Education Center
P.O. Box 2649
Columbus, Ohio 43216

DADE COUNTY PUBLIC SCHOOLS

ADMINISTRATION OFFICES

DR. E. L. WHIGHAM
SUPERINTENDENT OF SCHOOLS

NATHAN FARBER
Project Manager

MRS. LILLIAN HABER
Training Specialist

MRS. FRANCES REISBERG
Support-Resource Teacher

EARLY CHILDHOOD PREVENTIVE CURRICULUM
DEMONSTRATION CENTER
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150 N.E. 19 St.
Miami, Florida 33132
(305) 350-3712

DADE COUNTY SCHOOL BOARD
MR. G. HOLMES BRADDOCK, CHAIRMAN
MR. WILLIAM H. TURNER, VICE CHAIRMAN
MRS. ETHEL BECKHAM
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MRS. PHYLLIS MILLER
DR. BEN SHEPPARD
MR. WILLIAM LEHMAN

ADOPTER TRAINING GUIDELINES

The Early Childhood Preventive Curriculum Demonstration Center is committed to provide training for personnel of school systems who have signed an agreement form for total or partial adoption of the ECPC model. A comprehensive five day training program is conducted at the Demonstration Center at Miami and includes demonstration classroom observation. The adopter school district and/or the State Facilitator are responsible for travel and living expenses of the trainees. Upon receipt of the signed agreement form to adopt the program an appointment for training will be made by the ECPC Project Staff. Training at the adopter site may be arranged under special circumstances.

Personnel eligible for training include:

1. Trainer: This may be a local district or State Facilitator office curriculum person (reading, elementary education, inservice, psychologist or administrator) who will be responsible for training the local teacher(s) and aide(s) and coordinating and supporting the adoption model throughout the year.

2. Adopter Team: This will include adoption model classroom teacher(s), the aide(s) if possible and the support person who will assist, supervise and support the implementation of the model. Based on ECPC Demonstration Center experience the staff urges administrators to consider the following criteria for selection of the adoption model teacher:

    a. at least three years of successful primary grade teaching experience
    b. open to new ideas and willing to work in the new program
    c. able to communicate and work well with other teachers
    d. able to assist in the training of additional teachers and serve as a model classroom teacher

The support person on the team may be a building administrator, district curriculum person or other designee who will be responsible for providing assistance, support and supervision of the program throughout the year. The support person will maintain contact with the ECPC Demonstration Center staff and complete follow-up reports on the adoption program.

The Demonstration Center will provide each adopter school with a complete kit of project developed materials. The adopter school may duplicate additional materials as needed.

The training program is designed to prepare participants to establish an ECPC model. Sessions include practical workshop experiences, small group activities and information and discussion meetings which thoroughly acquaint participants with the ECPC methods and materials. Among the subjects covered during training are:

1. screening and selection of high risk students which includes how to administer, score and interpret the standardized tests and compute the risk index used to select ECPC students.

2. diagnosis and prescription which includes how to use prereading assessment, how to group students for instruction and how to write instructional prescriptions.

3. instructional strategies which includes how to interpret student assessment performance, determine learning strengths and learning needs and provide appropriate learning experiences. ECPC approaches to beginning reading instruction will be discussed and teacher made instructional games and materials will be shared.

4. classroom organization and management which includes the organization of materials, the establishment of learning centers and the scheduling of supervised and independent learning activities for small groups and individual students.

5. concurrent sessions for administrators and supervisory-support personnel will be held as needed to discuss their role in the establishment and support of the ECPC model in their school district.

This comprehensive full week of training will build on the previous experience and skills of the participants and help them to discover their own best way to implement a successful ECPC model.

EARLY CHILDHOOD PREVENTIVE CURRICULUM DEMONSTRATION CENTER
Classroom Observation Guide

Dade County Public Schools
150 N.E. 19th Street
Miami, Florida 33132
(305) 350-3712

The purpose of this guide is to brief visitors in order to maximize the benefits of time spent in classroom observation. Visitors are welcome to move about the room, examine materials and observe students closely so long as class activities are not interrupted. Comments and any questions can be noted and discussed after leaving the classroom. The following chart describes the major aspects of the program.

Program Component	Description
1. screening/ identification	1. All children entering first grade in a school are tested with Clymer-Barrett Prereading Battery and Cognitive Abilities Test (Thorndike, Hagen, Lorge). The premise is that student success in beginning reading involves a combination of the perceptual readiness and thinking skills measured by both of these tests. Multiplication of stanine scores of both tests yields a stanine factor range of 1-81. High risk children are identified from the 6-25 factor range for potential inclusion in the ECPC class.
2. diagnostic assessment-prescription	2. Diagnosis of learning needs and learning styles is accomplished with the ECPC developed prereading assessment battery. Prereading perceptual skills in the visual, auditory, sequencing and memory and perceptual-motor skills are tested, results are recorded on group profile charts, and appropriate instruction prescribed to help children develop needed skills.
3. instructional program: prereading and reading	3. A total first grade curriculum is provided in ECPC classes. The development of language and beginning reading skills are high priority goals. Prereading assessment plays a vital role because it identifies learning strengths as well as learning needs. Reading instruction begins early in the year because it is adapted to the student's perceptual functioning level.
4. classroom environment/ management	4. Learning centers facilitate independent and supervised small group and individual learning activities. The children move in patterned flow from teacher center to aide directed skills center to listening station to independent activities in self-assured fashion. Instructional materials are coded and stored for easy accessibility to the teacher, aide and children. Positive guidance and independent work with self-correcting instructional materials increase each child's motivation to learn.

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AGREEMENT FOR ADOPTION
OF
THE EARLY CHILDHOOD PREVENTIVE CURRICULUM MODEL

THIS AGREEMENT, made and entered into this _____ day of _____, 197_, by and between _____, hereinafter referred to as the ADOPTER, and THE SCHOOL BOARD OF DADE COUNTY, FLORIDA, hereinafter sometimes referred to as the DEVELOPER.

WHEREAS, THE SCHOOL BOARD OF DADE COUNTY, FLORIDA, under Title III, of the Elementary and Secondary Education Act, developed a program for the identification of high risk students and an early intervention program to prevent failure in first grade, and

WHEREAS, this program known as the Early Childhood Preventive Curriculum Program (ECPC) is now serving as a national demonstration model, and

WHEREAS, the ADOPTER wishes to adopt the ECPC program developed by the Dade County School System, and

WHEREAS, THE SCHOOL BOARD OF DADE COUNTY, FLORIDA, desires to be of assistance to the ADOPTER in implementing the Early Childhood Preventive Curriculum,

NOW, THEREFORE, BE IT RESOLVED THAT:

A. The DEVELOPER will -

1. Provide inservice training determined by the DEVELOPER to be appropriate for personnel of the ADOPTER school system to enable adoption of the ECPC Program by the ADOPTER school system.
2. Provide a sample set of Early Childhood Preventive Curriculum materials to the ADOPTER.
3. Provide support and monitoring activities at the ADOPTER site. (Cost to be assumed by ADOPTER and/or Facilitator)
4. Provide information to the ADOPTER regarding progress of adoption of model.
5. Provide follow-up report forms for completion by ADOPTER school district.

B. The ADOPTER and/or Facilitator will -

1. Support the adoption of the total model or partial model of the DEVELOPER model, as indicated on Exhibit A, attached hereto.
2. Reproduce sets of ECPC materials for local use.
3. Provide administrative personnel to support and assist adoption of the program.
4. Complete follow-up reports on the adoption process as requested by the Early Childhood Preventive Curriculum Demonstration Center project.
5. Pay costs of the following activities conducted pursuant to this agreement:
   a. all transportation costs
   b. per diem expenses to Dade County School Board employees in accordance with Florida Statue 112.061
   c. any costs incurred in printing ECPC materials other than the sample copy.

C. Work under this agreement will begin _____ and will be completed by June 30, 1976.

THE SCHOOL BOARD OF DADE COUNTY, FLORIDA

_____
E. L. WHIGHAM, SUPERINTENDENT OF SCHOOLS

_____
AUTHORIZED SIGNER for the ADOPTER School District

_____
PRINT NAME AND POSITION

_____

_____

_____
FULL ADDRESS

EARLY CHILDHOOD PREVENTIVE CURRICULUM DEMONSTRATION CENTER

Dade County Public Schools
150 N. E. 19th Street
Miami, Florida 33132
(305) 350-3712

ADOPTION MODELS

Please check the category which is most appropriate for your school district and which your district will support.

☐ I. TOTAL ADOPTION _____ Number of Classes

1. Complete duplication of screening-selection process and identification of high risk population.
2. Creation of Early Childhood Preventive Curriculum class with student/teacher ratio at 20:1 with full-time teacher aide.
3. Implementation of assessment system with full use of diagnostic-prescriptive approach to instruction.
4. Establishment of a learning laboratory with learning centers and classroom organization and management procedures which facilitate individual and small group learning.
5. Use of specified commercial and project developed curricular materials.

☐ II. PARTIAL ADOPTION _____ Number of Classes

Adoption of the above with deletion of no more than 2 of the above components. e.g. omit screening procedures and create class of high risk by locally determined criteria, or vary class size, or use a volunteer instead of paid aide, or make changes or eliminate equipment and/or curricular materials, or use a part-time aide (half-day). Please indicate which of the above components are to be deleted or changed.

_____
_____
_____
_____